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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………………….** |

**UNIT 3 - SCHOOL**

**Art Lesson (page 47)**

1. **Objectives**

By the end of this lesson, students will be able to ask what people’s favorite color is.

**Language knowledge and skills**

**Vocabulary:** green, orange, pink, purple, gray, favorite.

**Sentence patterns:** What’s your favorite color?

My favorite color is orange.

I can make orange with yellow and red.

**Skills:** Listening, Reading, Writing, and Speaking.

* 1. **Competences**

**Self-control and independent learning:** identify and ask what people’s favorite color is.

**Communication and collaboration:** work in pairs or groups to talk about their favorite colors.

**Critical thinking and creativity:** learn how to ask and answer about their favorite colors.

* 1. **Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

1. **Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 3 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 3 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. **Procedures**
2. **Warm up** (5 minutes)
3. **Objectives:** To attract the students’ interest and get them be ready for the new lesson.
4. **Content:** Asking the questions.
5. **Expected outcomes and assessment**
* Task completed with excellence:Students confidently answer their teacher’s questions about the topic.
* Task completed: Students can answer their teacher’s questions about the topic.
* Task uncompleted: Students feel shy to answer their teacher’s questions about the topic.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Ask the questions.*** Show a picture/ video about the rainbow (The video link: <https://www.youtube.com/watch?v=wceMsYSyNUQ>).
* Ask them to look at the picture/ watch the video and tell the teacher that how many colors of the rainbow they can see.
* Have them list the colors if they know.
* Lead in the new lesson.
 | * Follow their teacher’s instructions.
* Look at the picture/ watch the video and answer their teacher’s question.
* Name the colors of the rainbow.
 |

1. **Presentation** (10 minutes)
2. **Objective:** To help the students recognize and name the colors.
3. **Contents:** Listening, pointing, and repeating.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can identify and read out loud the words correctly.
* Task completed: Students can identify and read out loud the words.
* Task uncompleted: Students are unable to point and read the correct words.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD2 Track 19)
* Arrange the flashcards *(green, orange, pink, purple, gray, favorite)* on the board.
* Ask the students to listen and pay their attention.
* Use DCR on Eduhome to play the audio and point to each flashcard.
* Then play the audio again and have them point to the pictures in their Student’s Books.
* Play the audio and require them to listen and repeat.
* Help them with their pronunciation if necessary.
* Have the class work in pairs. One student randomly points to the pictures in their book, and the other one says the words. Then have them swap roles and continue this activity.
* Walk round the class and support them if needed.
 | * Listen and follow their teacher’s instructions.
* Point to the pictures in their Student’s Books.
* Listen and repeat.
* Work with their partner to complete the task.
 |
| **2. Play *Slow motion.**** Divide the class into two teams.
* Have the students look the pictures in their Student’s Books and guide them how to play the game.
* Hold up one flashcard that is covered with a piece of paper.
* Very slowly move the paper to reveal the flashcard.
* Have the students say the new word aloud.
* The first student to say the correct word wins one point for their teams.
* The team with the most points at the end wins.
 | * Play with their teammates.
* Look the pictures in the books and follow their teacher’s instructions.
* Try to guess the picture and say the new word aloud.
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1. **Practice** (10 minutes)
2. **Objectives:** To practice using the useful language to talk about the colors and complete the blanks.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can talk about the colors fluently and complete the blanks.
* Task completed: Students can talk about the colors and complete the blanks.
* Task uncompleted: Students fail to talk about the colors and complete the blanks.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD2 Track 20)
* Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently.
* Explain that we use: “*What’s your favorite color? – My favorite color is… .*” to ask and answer questions about which colors we like the most. Explain that we use: “*I can make orange with yellow and red.*” to talk about mixing different colors to make a new color.
* Play the audio and have them listen to the useful language.
* Ask them to work in pairs and practice the useful language.
* Require them to use the vocabulary from Part A.
* Go around the class and support them if necessary.
 | * Look and read the useful language silently.
* Listen to the teacher’s explanation.
* Listen and look at the useful language again.
* Work in pairs and practice the useful language.
* Use the new words from Part A when practicing the useful language.
 |
| **2. Fill in the blanks. Practice.*** Demonstrate the activity using the example.
* Have the students look and fill in the blanks in their Student’s Books.
* Divide the class into pairs and have them check each other’s work.
* Use DCR on Eduhome to check the answers as a whole class.
* Have pairs practice saying the sentences.
* Monitor the class and support if needed.
 | * Carefully look at the teacher demonstrating the activity.
* Look and fill in the blanks in their Student’s Books.
* Work in pairs and check their partner’s answers.
* Check the answers with the teacher and friends.
* Practice saying the sentences with a friend.
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1. **Production** (5 minutes)
2. **Objectives:** To help them remember the vocabulary items about the colors.
3. **Content:** Finding the colors or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can identify and find the things’ colors quickly and correctly.
* Task completed: Students can identify and find the things’ colors.
* Task uncompleted: Students cannot identify and find the things’ colors.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Find the colors.*** Have the students stand up to do the activity.
* Say a color and ask the students to find the things in that color.
* Ask them to point to the things/ hold the things up and say the color.
* Support them if necessary.
 | * Work individually to complete the task.
* Listen and find the things in the color their teacher speaks out.
* Point to the things/ hold the things up and say the color.
 |
| **Option 2: Use DHA on Eduhome.*** Open DHA (Unit 3 – Art Lesson) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar.
 | * Follow their teacher’s instructions.
* Play the game with the whole class.
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1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students remember and pronounce the vocabulary items about the colors.
3. **Contents:** Playing the game “Whispers” and assigning homework in the Workbook.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can whisper the words to their friends correctly and smoothly.
* Task completed: Students are able to whisper the words to their friends.
* Task uncompleted: Students fail to listen the new words or whisper them to their friends.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Have the students play the game “Whispers”.
* Divide the class into two teams.
* Ask the students to form two lines.
* Whisper a word to the first student from each group. Then they whisper the word into the ear of the student standing next to them. They continue whispering the word until the end of the line. The last student has to say it out loud.
* The first student to say the correct word wins a point for their team.
* The team having more correct answers will win the game.
 | * Play the game “Whispers” with their teammates.
* Follow their teacher’s instructions before playing the game.
* Quickly whisper the word into the ear of the friend standing next to them.
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| **Homework Assignment** * Require the students to do exercises on page 34 in the Workbook.
* Have them copy each new word six times in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 20.
* Ask them to prepare Parts C and D, Art Lesson on page 48 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework, copy the new words, and prepare the new lesson.
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1. **Reflection**
2. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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1. What I should improve for this lesson next time:

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